

# 2018-2019

# **EPP Performance Report**

## Pathways to Practice

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## **Public Schools of North Carolina**

### State Board of Education

### Department of Public Instruction

#### **Overview of the Institution**

Pathway to Practice is an approved Educator Preparation Program specifically designed for Lateral Entry and Residency teachers. Offered in an all-online format, it is structured around objectives which teacher candidates complete for mastery.

#### **Special Characteristics**

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Pathway to Practice is a collaborative program between North Carolina State University's College of Education and the University of North Carolina at Chapel Hill's School of Education. It is designed to meet the needs of Lateral and Residency teachers who are teaching full time by offering self-paced study, virtual engagement with facilitators, and an online format. Pathway to Practice is a competency-based program that is built around student mastery of standards-based objectives through the demonstration of learning. In addition to the seven modules, all candidates complete the edTPA and other state-required exams.

### **Program Areas and Levels Offered**

Pathway to Practice currently offers licensure certification in Middle and High School Social Studies, English/Language Arts, Science, and Math.

**Pathways Offered (Place an 'X' under each of the options listed below that your EPP Provides)**

Traditional	Lateral Entry	Residency
	X	X

### **Brief description of unit/institutional efforts to promote SBE priorities.**

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

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**Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.**

Pathway to Practice has modules dedicated to learners with varying abilities. The unit Exceptional Learners is an overview of teaching learners with exceptional needs. It includes content regarding IDEA, Section 504, Learners with LD, ASD, and ADHD. This unit also gives instruction on MTSS, PBIS, IEPs, Differentiated Instruction, and Universal Design. Importantly, teacher candidates utilize this content and apply it to their own classrooms in reflections, assignments, and artifact submission.

**Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.**

Pathway to Practice has modules that prepare all teachers for ELL students. This unit instructs teacher candidates in understanding ELL students, supporting ELLs in the classroom, and lesson planning for ELLs. Assignments and artifacts require candidates to write LEPs and lesson plans using strategies for these students.

**The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.**

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

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Pathway to Practice engages teacher candidates in online learning and creates a supportive online learning environment. Candidates participate in online discussions, submit videos of their teaching, and investigate instructional online resources.

**Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.**

We have not yet launched our Elementary program.

**Explain how your program(s) and unit conduct self-study.**

Program evaluations, both programmatic and financial, are being conducted by third parties and by our own colleges. The Friday Institute is conducting a program evaluation of Pathway to Practice focusing on the student experience, including time to completion.

**Explain how your program identifies needs in the various areas it serves.**

Pathway to Practice engages with district leaders and regional directors to provide a viable pathway for their Residency or emergency licensed teachers to become fully certified.

## **I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES**

### **A. Direct and Ongoing Involvement with/and Service to the Public Schools**

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Winston-Salem Forsyth County - Growing Our Own
Start and End Dates	October 2018 - present
Priorities Identified in Collaboration with LEAs/Schools	Support provisionally licensed teachers in WSFCS and help to clear their temporary licenses.
Number of Participants	30

Activities and/or Programs Implemented to Address the Priorities	Quarterly meetings/professional development
Summary of the Outcome of the Activities and/or Programs	Quarterly progress reports, completion rates, edTPA scores, surveys

## II. CHARACTERISTICS OF STUDENTS

### A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	29
Female	71
Race/Ethnicity	Number
Hispanic / Latino	2
Asian	2
African-American	46
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	49
Multi-Racial	
Student does not wish to provide	2

### B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	

	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	1
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	13
	Hispanic/Latino	1	Hispanic/Latino	1
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	22	White	22
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	3
	Total	28	Total	40
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

### C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
PC Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC	PC	LC

<b>LC Completed program and applied for license</b>						
Prekindergarten						
Elementary						
MG		1	2			
Secondary			3			
Special Subjects						
EC						
VocEd						
Special Services						
Total	0	1	5	0	0	0

\* New program. No data yet.

**D. Undergraduate program completers in NC Schools within one year of program completion.**

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Pathways	1	*	*
Bachelor	State	3,186	85	67

**E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.**

LEA	Number of Teachers
N/A	

**F. Quality of students admitted to programs during report year.**

Measure	Baccalaureate
MEAN SAT Total	N/A
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN CORE-Combined	N/A
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.11
Comment or Explanation:	
* Less than five scores reported	

**G. Scores of student teachers on professional and content area examinations.**

2015-2016 Graduate Cohort Licensure Pass Rate after Three Years
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Specialty Area/Professional Knowledge	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
N/A								
<p>* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.</p> <p>**Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.</p>								

#### H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	4	2				
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency						
Comment or Explanation: All students in Pathway to Practice are Residency teachers (previously Provisionally licensed). They are considered RL for the entire duration of the program.						

#### I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full- time in institution	Appointed part-time in professional education, not otherwise employed by institution
5	7	1

#### J. Field Supervisors to Students Ratio (include both internships and residencies)

1:15
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**K. Teacher Effectiveness**

Not available. First year of program.